



# **SPECIAL REVIEW ASSESSMENT (SRA) ADMINISTRATION MANUAL 2006–2007 SCHOOL YEAR**

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# **SPECIAL REVIEW ASSESSMENT (SRA) ADMINISTRATION MANUAL 2006–2007 School Year**

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## TABLE OF CONTENTS

Introduction.....	1
Eligibility .....	1
Pick-up of Test Materials/Publications .....	2
Test Security .....	3
SRA Instructional Program.....	4
Forming SRA Panels .....	5
Selecting the SRA Performance Assessment Tasks (PATs).....	5
Perfect/Near Perfect Cluster Raw Score Exemption .....	6
Administering SRA Performance Assessment Tasks (PATs) .....	6
Scoring Student Responses .....	7
Scoring Student Responses in a Language	
Other than English .....	8
Preparing Student Profile Forms.....	8
Submitting Completed Student Profile Forms	
And School Summary Forms to the County Office.....	9
End-of-Year SRA.....	9
June Graduation .....	9
Summer Graduation.....	10
Summer SRA .....	11
Meeting the State’s Graduation Assessment Requirement.....	11
SRA for Special Populations .....	11
Special Education (SE) Students .....	11
Private School for the Disabled or	
Regional Day Schools.....	12
English Language Learners (ELLs).....	13
SRA Onsite Verification.....	14

## Appendices

Appendix A – Individual Student Report (ISR).....	16
Appendix B – Department Contacts for SRA.....	17
Appendix C – SRA Verification Form .....	18
Appendix D – SRA Record of PAT Copies.....	19
Appendix E – Generic Scoring Rubric for Open-Ended	
Reading Items.....	20
Appendix F – Generic Scoring Rubric for Open-Ended	
Mathematics Items .....	21
Appendix G – New Jersey Registered Holistic Scoring Rubric .....	22
Appendix H – SRA Student Profile Form .....	23
Appendix I – SRA Student Response Tracking Sheet .....	25
Appendix J – SRA School Summary Form .....	27
Appendix K – Directory of Translation Vendors.....	29
Appendix L – HSPA Mathematics Reference Sheet.....	30

## **INTRODUCTION**

The Special Review Assessment (SRA) is the designated alternate assessment for the High School Proficiency Assessment (HSPA) and is available to students who have met all high school graduation requirements except for demonstrating proficiency in all content areas of the HSPA (N.J.S.A. 18A:7c-3 & N.J.A.C. 6A:8-4.1).<sup>1</sup>

The SRA is aligned to the HSPA test specifications to ensure that students who demonstrate proficiency through the SRA have demonstrated the same knowledge, skills and performance levels as students who are proficient on the HSPA.

## **ELIGIBILITY**

The SRA process usually begins when school district personnel receive Individual Student Reports (ISRs) (Appendix A), which give specific information about proficiency results for each student who takes the HSPA.

High school students have three chances to demonstrate proficiency on the HSPA—the spring of their junior year, the fall of their senior year, and the spring of their senior year. For every administration of the HSPA, each school district receives ISRs for its students. School personnel review the ISRs to see if the student has demonstrated proficiency on the language arts literacy and on the mathematics sections of the HSPA. A student whose scaled score is below 200 (partially proficient) in the HSPA language arts literacy and/or mathematics content areas and is expected to complete all state and local high school graduation requirements for a June or summer graduation is eligible for the SRA process. Students receiving homebound/bedside instruction are also eligible for the SRA process as long as test security is maintained.

Similarly, high school students enrolled in special programs for “at risk,” non-classified students or other non-graded categories whose scaled score is below 200 (partially proficient) in one or more HSPA content areas may participate in the SRA process if they are expected to complete all state and local high school graduation requirements for a June or summer graduation.

Likewise, students who transfer into a school district during their senior year, or students who are seniors in their home districts and, for whatever reason, have not taken the HSPA, should be placed immediately in the SRA process if they are expected to complete all state and local high school graduation requirements for a June or summer graduation. Additionally, former ESL/bilingual students and special education students who were previously exempt from taking or exempt from passing the HSPA and who are now declassified in their senior year are eligible for the SRA process.

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1. The State Board of Education’s August 2005 resolution states that members of the class of 2010 are the last students eligible to take the SRA language arts literacy PATs while members of the class of 2012 are the last students eligible to take the SRA mathematics PATs.

Furthermore, students who will achieve senior status earlier than their cohort and have not yet taken the HSPA may be placed in the SRA process if they are expected to complete all state and local high school graduation requirements for a June or summer graduation.

Finally, students who, by the end of their senior year, are still not proficient (200 or better) in all HSPA content areas and have not successfully completed the SRA process may continue the SRA process as a regular, vocational, or alternative high school student (fifth-year student or retained twelfth grader) or as an adult high school student. If these students choose not to enroll in a regular, vocational, alternative, or adult high school, then they may not continue in the SRA process but may continue to take the HSPA as non-enrolled “returning students” at their high school.

## **PICK-UP OF TEST MATERIALS/PUBLICATIONS**

By June, prior to each school year, the secure SRA test materials and publications will be available from the county offices of education for pick-up by a certificated school district staff member. The secure test materials consist of the language arts literacy Performance Assessment Tasks (PATs), the language arts literacy reading passages/writing essays, the language arts literacy rubrics for the PATs, the mathematics PATs, and the mathematics rubrics/sample responses for the PATs. The publication includes the 2006-2007 SRA administration manual. This publication, along with the *SRA Language Arts Literacy: A Writing and Reading Handbook*, the *SRA Mathematics Rubric Scoring Handbook*, and the 2004 SRA Pilot Science PATs are available on the New Jersey Department of Education website at <http://www.nj.gov/njded/assessment/>.

Since the county offices of education have limited storage space, it is imperative that each school district pick up the secure SRA test materials in June, prior to each school year. It is each school district's responsibility to contact the appropriate county office of education to arrange a mutually convenient time for the pick-up (Appendix B). At the time of pick-up, the certificated person will have to sign for the secure SRA test materials and publications as well as turn in the verification form (Appendix C) which states that last year's SRA test materials have been shredded. Similarly, if the school district received a CD set of the translations of the SRA PATs, the original CD set must also be returned to the county office.<sup>2</sup> The above cited verification form should state that all duplicates of the CD have been destroyed before next year's SRA test materials can be released by the county office of education to a school district.<sup>3</sup>

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2. School districts must make a separate request to their county offices of education for a CD set of translated SRA PATs. The CD set contains three translations and is usually available in the fall of the school year.
3. If the school district paid to have the SRA PATs translated into a language other than the three languages that the state provides, the school district does not have to shred the translations. However, because the translations are secure SRA test materials, you may not keep them in your school district. You must take the locally paid-for translations of the SRA PATs to your county office of education for storage until such time that you may need these translations in the future.

When the SRA test materials are brought back to the school district, the secure SRA test materials and publications should be given to the district/school SRA coordinator to be placed in locked storage until ready for use. The SRA coordinator should set aside some time to read the manual and share copies of the manual with the SRA panel members.

### **Test Security**

The SRA test materials must be kept secure at all times. The SRA test materials include the PATs for each HSPA content area, the item specific rubrics for the reading cluster and mathematics, the reading passages and writing essays for language arts literacy, and the individual sample responses for each mathematics PAT.

Even though the superintendent is ultimately responsible for the security of the test materials, and the district/school SRA coordinator is responsible for maintaining the security of the materials, this responsibility does not rest solely with them. Each certificated individual who handles the SRA materials is also responsible for maintaining the security of the SRA test materials. A breach of test security is an extremely serious matter with not only financial consequences for the school district but also potential professional consequences for certificated staff persons.

Only the district/school SRA coordinator is permitted to maintain the complete set of PATs and to make copies of the PATs for individual student use. The district/school SRA coordinator should use the SRA Record of PAT Copies (Appendix D) to track and account for each copy of the SRA PAT. If there is a breach of test security, this form will be helpful in tracking where and how the breach occurred.

Under no circumstances may secure SRA test materials be transported between school districts or lent to other school districts to be administered to regular education students. For example, if a school district has a student who is attending a school outside of the home school district, such as a county educational services commission or an alternative high school, the home school district may not give copies of the secure SRA test materials to the receiving school to administer to that student. The receiving school must contact the county office of education in the county where the receiving school is located and request from the county office of education a set of SRA test materials for their school's use.

**Upon completion of all SRA assessments for the school year, the district/school SRA coordinator must shred the original set of SRA PATs and all copies, and return the original CD set of translated SRA PATs to the county office of education while destroying all CD copies.<sup>4</sup>** Although the department may provide periodic reminders to this effect, the superintendent is responsible for assuring that these materials are disposed of securely each year.

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4. If the school district paid to have the SRA PATs translated into a language other than the three languages that the state provides, the school district does not have to shred the translations. However, because the translations are secure SRA test materials, you may not keep them in your school district. You must take the locally paid-for translations of the SRA PATs to your county office of education for storage until such time that you may need these translations in the future.

## SRA INSTRUCTIONAL PROGRAM

Before students are administered the SRA PATs, students must participate in a school-designed SRA instructional program for that content area.<sup>5</sup> Typically, the SRA Instructional Program will begin in September of the student's senior year of high school. Prior to the October HSPA administration, the school staff is usually preparing students to retake the HSPA by concentrating on the knowledge and skills that students will need to be successful. After the October HSPA administration, school districts will continue the SRA Instructional Program until such time that the SRA teacher believes that students can be successful on a SRA PAT(s).

School district staff are encouraged to use a variety of approaches as they design and implement the instructional component of the SRA process. One approach would be to involve the SRA Panel in designing the student's instructional program since the SRA Panel selects the PATs that the student takes. In mathematics, the PAT item number indicates the strand and the cumulative progress indicator (CPI) that the student should know in order to be successful on that PAT. For example, Standard 1/Strand A PAT 12 AO2-123S corresponds to Number and Numerical Operations and to CPI #2 which states, "compare and order rational and irrational numbers." With this information, the SRA Instructional Program teacher can instruct the students in these areas. Consult the department website for the current (2002) version of the *New Jersey Core Curriculum Content Standards* for the complete listing of mathematics standards, strands, and CPIs.

**However, modeling instructional materials after the SRA PATs is not permitted and could be considered a breach of test security.** For example, it is not appropriate to change the numbers on a sample response for a SRA mathematics PAT and use that sample response as test preparation material in an SRA Instructional Program. This is not what is meant by instructing the students on the knowledge and skills required to be successful on a mathematics PAT.

Other resources that may prove helpful in designing a SRA Instructional Program are the sample SRA PATs for language arts literacy and mathematics, the *SRA Language Arts Literacy: A Writing and Reading Handbook*, and the *SRA Mathematics Rubric Scoring Handbook* which are located on the department website at <http://www.nj.gov/njded/assessment/>. Similarly, the directories of test specifications and sample items for HSPA language arts literacy and mathematics are excellent sources for content cluster/standard knowledge and skills information. These publications are also on the department website.

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5. N.J.S.A. 18A:7C-3, "Remedial instruction for students not meeting graduation standards," states that for any student who does not meet the State and district examination standards for graduation by the end of the 11th grade, the local board of education when appropriate shall provide additional remedial instruction specifically directed toward mastery of those proficiencies identified as necessary for the awarding of a diploma which may include but need not be limited to an extended school year, extended school day, or additional school.



## FORMING SRA PANELS

Two district-appointed SRA panels (i.e., one in language arts literacy (LAL) and one in mathematics) oversee the SRA process for each student who is partially proficient in LAL and/or in mathematics. The SRA panels are comprised of two teachers certified in that HSPA content area. The SRA LAL panel must include secondary certified English teachers. Reading certified teachers may also be members of the SRA LAL panel, but they may score the SRA PATs in reading **only**, unless they have been trained by the department as holistic scorers. In that case, they may score SRA writing PATs. The SRA mathematics panel must include secondary certified mathematics teachers. A third content certified teacher may be added to the panel if the two SRA panel members' scores disagree by more than one point.

In addition to the content-area-certified teachers, English as a Second Language/Bilingual teachers may also be included on the panels for English Language Learners (ELLs) and Special Education teachers or members of the Individualized Education Program (IEP) team may be included on the panels for special education students.

SRA panel responsibilities include:

- verifying that parents were notified about the SRA Instructional Program;
- confirming the HSPA content area in which the student is partially proficient;
- selecting the SRA PATs to be administered to individual students;
- administering the SRA PAT (**teachers need not be certified in the content area to administer the PAT, but only full-time, certificated staff may administer SRA PATs**);
- scoring students' responses to the SRA PATs;
- tracking students' progress; and
- completing the SRA student profiles.

## SELECTING THE SRA PERFORMANCE ASSESSMENT TASKS (PATs)

The SRA PAT selection is based **solely** on the results of the student's first HSPA administration. For most students, this means the spring HSPA administration during their junior year, while for some transfer students, it may mean the fall HSPA administration during their senior year. For these transfer students, the department recommends that they be placed immediately in the SRA process if they are expected to complete all state and local high school graduation requirements for a June or summer graduation.

In content areas where the student is partially proficient (scaled score below 200), the student must successfully complete two SRA PATs in each content area cluster/standard. Language arts literacy has two clusters. For language arts literacy, a student must successfully complete one persuasive reading PAT, one narrative reading PAT, and two writing PATs for a total of four SRA language arts literacy PATs. Mathematics has four standards. For mathematics, a student

must successfully complete two PATs in each standard for a total of eight SRA mathematics PATs. To the extent possible, the mathematics PATs should be spread across the strands for that standard. For example, the SRA panel should choose one PAT from two of the three strands in Standard 1 – Number and Numerical Operations.

### **Perfect/Near Perfect Cluster Raw Score Exemption**

A perfect/near perfect cluster/standard raw score exemption is the only exception to the rule that a student must successfully complete two PATs for each cluster/standard in a content area in which the student is partially proficient. This exemption may only be applied to the results of a student's first HSPA administration. A near perfect cluster raw score is defined as missing the perfect cluster raw score by one point. To determine if a student has achieved a perfect/near perfect cluster raw score, the "Your Raw Score" column on the Individual Student Report (Appendix A) tells the number of raw score points a student earned out of the total number of possible raw score points. For example, if a student scored six out of seven for the mathematics number and numerical operations, then that student has scored a near perfect cluster raw score and does not need to complete any PATs for that standard. Also, if the student scored seven out of seven for the mathematics number and numerical operations, then that student has scored a perfect cluster raw score and does not need to complete any PATs for that standard. However, if the student scores less than six out of seven in the mathematics number and numerical operations, the student must successfully complete two PATs for that standard.

## **ADMINISTERING SRA PERFORMANCE ASSESSMENT TASKS (PATs)**

The SRA is an individually, locally administered, untimed, state-developed, locally scored assessment. Each SRA question, known as a Performance Assessment Task, consists of one to six open-ended parts derived from a common stem. *Reading* and *writing* are the two clusters for language arts literacy while *number and numerical operations*, *geometry and measurement*, *patterns and algebra*, and *data analysis, probability and discrete mathematics* are the four standards for mathematics.<sup>6</sup> A student may only take an SRA PAT once.

If a student is not successful on a specific PAT, additional PATs may be administered until the student successfully completes the required number of PATs for that content area. For the SRA language arts literacy reading cluster, the SRA Language Arts Literacy Test Development Committee linked three to six PATs to each narrative and to each persuasive passage. Consequently, if a student is not successful on one of the PATs linked to a specific reading passage, the student can take another PAT linked to that same passage. In this way, the student can retain comprehension of one specific passage while attempting a different linked PAT. Nevertheless, if the student has exhausted the available PATs for a specific content area, the district/school SRA coordinator should call Dr. Faye Ball, SRA coordinator at (609) 984-1970 or e-mail her at [faye.ball@doe.state.nj.us](mailto:faye.ball@doe.state.nj.us) for further options.

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6. According to the 2002 *New Jersey Core Curriculum Content Standards*, mathematics clusters are now known as standards. Also, standard three is patterns and algebra, while standard four is now data analysis, probability and discrete mathematics.

Most SRA PATs can be completed in a single untimed session. However, if it is not possible for a student to complete a PAT in one session, the PAT may be broken into separate and distinct parts and given to the student in multiple sessions. For example, the narrative passage might be given to the student on the first day. The student would be allowed to read the passage and make marginal notes or underline parts at this first session. At the end of the session, the passage and any student notes should be collected and returned to the school SRA coordinator. The next day, the student would be given both the passage and the questions. Upon completion of the answers to the questions, the total package would be collected and processed for scoring. Under no circumstances may PATs and/or students' notes leave the room during the administration of a PAT. Also, students must be proctored at all times while working on the PATs.

Only the PAT that a student is scheduled to take should be released to the teacher who is administering the SRA. Both the copy of the PAT and the student's response must be returned to the SRA coordinator as soon as the student has completed the task. At no time should a copy of the SRA PAT be kept with the student's response nor should the student be allowed to copy the PAT onto his/her answer paper.

The teacher who is administering a SRA PAT to the student does not have to be certified in that content area, but only full-time, certificated staff may administer SRA PATs. Similarly, the SRA Instructional Program teacher may administer and/or score a SRA PAT.

## **SCORING STUDENT RESPONSES**

Scoring rubrics provide the criteria for evaluating and scoring student performance. The SRA PATs for the language arts literacy reading cluster and mathematics are scored by using item-specific rubrics, which are individual scoring guides supplied for each PAT. For your convenience, the generic scoring rubrics for the language arts literacy reading cluster and mathematics can be found in Appendices E and F. The New Jersey Registered Holistic Scoring Rubric (Appendix G) is used to score the SRA PATs for the language arts literacy writing cluster.

Two content-certified language arts literacy panel members must independently score each SRA PAT. The two independent ratings must be equal (agreeing) or within one point of each other (contiguous/adjacent). The final score for each reading PAT is calculated by taking the mean score of the two independent scores. A mean score of 3 on each PAT is the reading proficient score which means that the two SRA panel members each scored the student's response a 3 or better. The final score for the writing PAT is the summed score of the two independent scores, which means that the writing proficient score should be a summed score of 7 or better on each PAT. No rounding is permitted.

Two content-certified mathematics panel members must independently score each SRA PAT. The two independent ratings must be equal (agreeing) or within one point of each other (contiguous/adjacent). The final score for each mathematics PAT is calculated by taking the mean score of the two independent scores. A mean score of 2 on each PAT is the mathematics proficient score which means that the two SRA panel members each scored the student's response a 2 or better. No rounding is permitted.

However, if the two SRA panel members' scores disagree by more than one point, a third content-certified panel member must score the response. The new PAT score is derived by taking the mean of (for reading and mathematics) or summing (for writing) the two highest contiguous scores. If no two of the three scores are in agreement, the student must complete another PAT.

### **Scoring Student Responses in a Language Other than English**

For SRA language arts literacy PATs, students' responses in their native language may also be scored, without being translated into English, by persons other than content-certificated secondary English teachers, in one of the following ways, listed by order of preference:

1. by certificated world language teachers who are fluent in the native language, from within the school district or from other New Jersey school districts;
2. by certificated ESL teachers who are fluent in the native language;
3. by certificated bilingual teachers who are fluent in the native language;
4. by faculty from four-year colleges and universities or community colleges if they agree to be trained as holistic scorers; and
5. by community members who are not related to the student but have a four-year college degree and agree to be trained as holistic scorers.

However, two content-certificated secondary English teachers must verify that the scoring is accurate.

For SRA mathematics PATs, students' responses in their native language can **only** be scored by two independent, certificated secondary mathematics teachers. If the certificated secondary mathematics teachers are not fluent in the native language, certificated world language teachers, certificated ESL teachers or certificated bilingual teachers may orally translate the student responses for the SRA mathematics panel members. The teacher involved in the oral translation will be considered a non-scoring member of the SRA mathematics panel and should be listed on the SRA Student Profile Form (Appendix H).

Each student's scoring history should be recorded on the SRA Student Response Tracking Sheet (Appendix I) which is available on the department website. The student response tracking sheet is a record of an individual student's successful completion of the SRA process. A separate sheet should be completed for each content area. The completed student response tracking sheet should be kept in the school district's permanent record.

## **PREPARING STUDENT PROFILE FORMS**

The SRA Student Profile Form (Appendix H), which is also available on the department website, documents the student's proficiency through the SRA process in the required content areas. The county office must receive a student profile form, along with the student's ISRs, from each HSPA administration for each student who completes the SRA process. On the form, list the date the PAT was successfully completed, the item number for each PAT successfully completed, the

language of the PAT if other than English, and the individual score for each PAT the student successfully completed.

The SRA panel members affirm that the student has demonstrated proficiency of the required HSPA content areas on the SRA Panel Member Recommendations section of the SRA Student Profile Form.

## **SUBMITTING COMPLETED STUDENT PROFILE FORMS AND SCHOOL SUMMARY FORMS TO THE COUNTY OFFICE**

A student profile form for each SRA student, with the attached ISRs from each HSPA administration and a signed SRA School Summary Form (Appendix J) placed on the top of all the student profiles submitted by a school district, must arrive in the office of the county superintendent no later than **March 31 of each year** (N.J.A.C. 6A:8-5-1[f]1). The SRA Record of PAT Copies, the student response tracking sheet, and students' responses to the PATs are not sent to the office of the county superintendent but are kept in a secure location in the school district for one year after a student's graduation date.

If a county educational services commission or an alternative high school is submitting the student profile and the school summary forms for their regular education students, the forms are sent to the county office of education where the student's home school district is located.

The school summary form lists information about all of the students for whom a profile is being submitted. This form should be completed for each school building submitting SRA student profiles. The school summary form also contains the signature section for the school principal and the superintendent. This form is also available on the department website.

The school district should keep copies of all SRA materials sent to the office of the county superintendent as well as the SRA Record of PAT Copies, the student response tracking sheet, and students' responses to the PATs for one year after a student's graduation date. After one year, the district can destroy the students' responses to the PATs and the SRA Student Response Tracking Sheet but retain the SRA Student Profile Form, the SRA School Summary Form, and the county superintendent's letter in the school district's permanent record.

## **END-OF-YEAR SRA**

### **June Graduation**

An end-of-year SRA applies to those students whose SRA profile would not be submitted to the county office of education by the March 31 deadline because of extenuating circumstances. Approval for end-of-year SRAs must be obtained by the school district from the office of the county superintendent before the March 31 submission deadline. **Unexcused absences or a student's failure to cooperate with the SRA process in a timely manner are not valid reasons for an end-of-year SRA.**

The following students *automatically* qualify for an end-of-year SRA:

- seniors who transfer in from out-of-state or non-public schools after the October HSPA administration;
- seniors who were seriously ill or disabled during or prior to HSPA administrations; and
- special education students who were previously exempt from taking or exempt from passing the HSPA and who are now declassified in their senior year.

An end-of-year SRA may also be granted by the county superintendent to students who took the HSPA prior to the March test administration of their senior year but were unable to complete the SRA. The following students may qualify for an end-of-year SRA with the written permission of the county superintendent:

- seniors who went off roll from a New Jersey public high school prior to the SRA submission deadline and were subsequently readmitted after the SRA submission deadline;
- seniors who were ill or disabled for an extended time prior to the SRA submission deadline; and
- seniors who would not be certified by the district prior to the SRA submission deadline due to extenuating circumstances.

Districts are responsible for notifying the county office, in writing, of all potential end-of-year SRA cases as they arise, preferably before the March 31 submission deadline. Notification should include the student's name, reason for the end-of-year SRA, and the district's graduation date. All end-of-year SRA student profiles must be submitted to the county office no later than five working days after the district receives the March HSPA score reports in early June. The county superintendent's office will make every effort to expedite the review of all end-of-year SRA student profiles but cannot guarantee that the review and notification process will be completed prior to the commencement exercise.

### **Summer Graduation**

Seniors who have not passed all sections of the HSPA, or have not successfully completed the SRA process, and who anticipate a summer graduation may qualify for an end-of-year SRA. Districts are responsible for notifying the county superintendent, in writing, of all potential end-of-year summer graduation SRA cases no later than ten working days after the district receives the March HSPA score reports in early June. Notification should include the student's name, reason for the end-of-year SRA, and the district's summer school closing date. All end-of-year SRA student profiles must be submitted to the county superintendent no later than five working days after the district's summer school closing date.

## SUMMER SRA

The summer SRA process can be initiated by those school districts who wish to begin the SRA Instructional Program and administer the SRA PATs during the summer between the student's junior and senior year. However, the county office will not review the summer SRA student profiles until after the March 31 submission deadline of the student's senior year.

## MEETING THE STATE'S GRADUATION ASSESSMENT REQUIREMENT

All SRA students must continue to take the HSPA each time it is administered, including March of their senior year. This requirement serves to underscore that the HSPA is the primary means of demonstrating proficiency in the language arts literacy and mathematics content areas.

The SRA candidates meet the graduation assessment requirement only when the district receives written approval from the county superintendent. In a sending/receiving relationship for regular education students with a county educational services commission or an alternative high school, the office of the county superintendent will send a copy of the written approval to the sending and receiving schools.

Although all school districts in New Jersey have adopted a combination of state and local graduation requirements, the decision on whether a student graduates is made by the local school district, pursuant to law and rule. The state's role is to ensure that the rights of all students are protected according to relevant statute and code. The school district superintendent and the high school principal are required to verify that each student's performance on the SRA PAT meets or exceeds the proficiency level of the state's graduation assessment. The county superintendent reviews the SRA student profiles to ensure that each local school district's implementation of the SRA process is in compliance.

## SRA FOR SPECIAL POPULATIONS

### **Special Education (SE) Students**

***If the student's IEP states that the student is exempt from taking or exempt from passing the HSPA, then the student should not be placed in the SRA process.***

In accordance with the Individuals with Disabilities Education Act (IDEA) and the No Child Left Behind Act (NCLB), all students with disabilities must participate in state assessments. The only state assessments recognized by NCLB are the HSPA and Alternate Proficiency Assessment (APA). Students with disabilities who are in grade 11, (or age 18 if ungraded), must participate in the HSPA or the APA. The regulations state that each student with disabilities must take the general state assessment, which is the HSPA for eleventh-graders (or age 18 if ungraded), unless the student has not been instructed in any of the knowledge and skills tested and cannot complete any of the types of tasks on the HSPA. The Individualized Education Program (IEP) team for

each student determines which assessment the student will take for each content area addressed in accordance with N.J.A.C. 6A:14-4.11.

The IEP team must also determine if the student who is taking the HSPA in one or both content areas will be required to pass the HSPA in those content areas in order to graduate. If a student's IEP states that the student must pass the HSPA in one or more content areas in order to graduate, and the student does not pass the specified content areas in eleventh grade (or age 18 if ungraded), the student will participate in the SRA. The IEP team may also determine that the student does not have to take the HSPA a second or third time while he or she is participating in the SRA if taking the HSPA again would be detrimental to the student (N.J.A.C. 6A:14-4.11[a]4).

Any modifications or accommodations of assessment administration procedures for students eligible for special education under IDEA or eligible under Section 504 of the Rehabilitation Act of 1973, must be specified in the student's IEP or 504 accommodation plan. Modifications or accommodations must be consistent with the instruction and assessment procedures used in the student's classroom. A listing of the permissible modifications and accommodations may be found in the *New Jersey High School Proficiency Assessment Examiner Manual*. If the student's IEP requires an accommodation or modification that is not listed in the examiner manual, please contact Dr. Peggy McDonald, Office of Special Education Programs, at (609) 292-3065 or [peggy.mcdonald@doe.state.nj.us](mailto:peggy.mcdonald@doe.state.nj.us).

**Private Schools for the Disabled or Regional Day Schools:** Students with disabilities who attend private schools for the disabled or regional day schools will participate in the SRA process according to the options outlined here:

- If private schools for the disabled or regional day schools are **not** approved by the department to administer the SRA, the sending district will convene the SRA panel and score the student's response to the PATs. The receiving school will provide remediation. Full-time, certificated staff from the sending and/or receiving district may administer the SRA PATs. The student profile will be submitted by the sending district to the office of the county superintendent where the student resides.
- If the private schools for the disabled or regional day schools are approved by the department to administer the SRA, the sending district or the receiving school may convene the SRA panel. The panel must be composed of two teachers who are certified in the HSPA content area to be addressed by the student's SRA. A certified special education teacher, who is not necessarily certified in the content area, may sit on the panel, in addition to the content teachers, if determined appropriate by the school district.
- For each student who will be taking the SRA, the panel must have access to the HSPA ISR. The ISR will be used by the panel to identify the content areas that will constitute each student's SRA.
- The SRA materials will be signed out by each private school for the disabled or regional day school from the county office of education in which the school is located, regardless of the sending district of the student participating in the SRA. Each school must consult



with the county education specialist regarding procedures for security and handling of materials.

- When a student has completed the SRA, the SRA Student Profile Form and the SRA School Summary Form must be submitted to the office of the county superintendent for the county in which the student resides by March 31 of each year for approval for graduation in June of the same year. Be sure to list both the student's sending district and the school which the student would attend if not receiving special education, as well as the name of the approved private school for the disabled or regional day school attended by the student, on each form.
- An SRA student meets the graduation assessment requirement only when the sending district and the approved private school for the disabled or regional day school receive written approval from the county superintendent. The approval letter will be sent to the sending district and copied to the county superintendent of the approved private school for the disabled or regional day school.

### **English Language Learners (ELLs)**

English Language Learners (ELLs) may demonstrate proficiency in required SRA content areas through completion of the SRA process in their native language and/or in English, with appropriate accommodations (N.J.A.C. 6A:8-5.1[f]). If ELLs take the SRA PATs in their native language, then they must also take the Maculaitis (MAC II) and meet the English fluency standard of 530 for the MAC II.

To be eligible for an SRA in his or her native language, an ELL must have scored below the state established cut-off score on the Idea Proficiency Test (IPT), the Maculaitis Language Assessment Program (MAC II) or the Language Assessment Scales (LAS) and have either:

1. participated in a Bilingual, English as a Second Language, or English Language Services program for two consecutive years or less, prior to the date on which the HSPA is to be administered;

**OR**

2. attended school in the United States for three consecutive years or less, prior to the date on which the HSPA is to be administered.

If translations of the SRA PATs for a specific language are not available, then the SRA PATs may be translated by certificated world language teachers, by certificated ESL teachers, by certificated bilingual teachers, by faculty from four-year colleges and universities or community colleges, or community members with four-year college degrees who are not related to the student. Other options would be for school districts to share locally, school district produced translations or to consider one of the translation services listed in Appendix K or any other reputable translation service.

The ESL or the Bilingual teacher may perform the following activities for translated SRA PATs:

- explain the process and clarify instructions;

- proctor to maintain the integrity of the assessment;
- score student responses to the language arts literacy PATs as the third panel member if not a certificated secondary English teacher or reading specialist;
- translate/interpret student responses to the English and/or reading-content certified teachers on the student's SRA panel so they may score the student's responses or verify that the scoring is accurate; and
- translate/interpret student responses to the mathematics content certified teachers on the student's SRA panel so they may score the student's responses.

The ESL or the Bilingual teacher may perform the following activities with materials prepared in English:

- assist with the selection of the PATs to be administered (Some reading passages have been marked with an asterisk by the SRA LAL Test Development Committee as most appropriate for ELLs.);
- explain the process and clarify/translate the instructions;
- proctor to maintain the integrity of the assessment;
- assist the student in using a bilingual dictionary;
- translate/interpret student responses to the content experts if the student uses English materials but responds in the native language; and
- score student responses, if the student responds in a native language to the language arts literacy PATs, as the third panel member if not a certificated secondary English teacher or reading specialist.

SRA student profiles for ELLs must be submitted to the county office by March 31 of each year, even if the English fluency standard of 530 has not been achieved on the Maculaitis II. However, school districts may not award a diploma until the student meets the English fluency standard and the county office has approved the profiles based on evidence submitted by the school district.

If you have questions regarding the eligibility requirements for ELLs, please contact Ms. Raquel Sinai, Coordinator of Bilingual/ESL Education, Office of Specialized Populations, at (609) 633-6889 or [raquel.sinai@doe.state.nj.us](mailto:raquel.sinai@doe.state.nj.us).

## **SRA ONSITE VERIFICATION**

Each year the department will select school districts for onsite verification visits to confirm that the school district is following the SRA process. Districts will be notified prior to the onsite verification.

The onsite team will review a random sampling of students' actual responses to SRA PATs, the scoring of those PATs, SRA Instructional Program materials, SRA Student Profile Forms, SRA Student Response Tracking Sheet, SRA Record of PAT Copies, district policies and procedures regarding the SRA, SRA panel selection criteria, students ISRs, and test security procedures. Each onsite verification visit should require no more than half a day. To facilitate the onsite verification, school districts are to maintain a copy of all student responses with supporting documentation for one year.

## New Jersey High School Proficiency Assessment Individual Student Report



Test Date: OCTOBER 2005  
Report Printed: 9/30/2005

County: 88 WOOD  
District: 7777 GOOD TOWN  
School: 666 PROFICIENCY HIGH

Date of Birth: 01/25/87  
Sex: M  
Grade: R11  
Out of District Placement:

LEP:  
SE:  
IEP Exempt From Passing:  
Title 1: ML

Answer Folder No: 19684  
District/School ID No: 17215  
Retest: M  
Special Form:

**Student Name: ABEDRABBO, SHAKIM**

**HSPA ID No: 1330038219**

Content Area	Your Scale Score	Proficiency Level	Partially Proficient / Not Pass: Score BELOW 200
Mathematics	188	PARTIALLY PROFICIENT	Proficient / Pass: Score AT OR ABOVE 200 but BELOW 250
Language Arts Literacy	209	PROFICIENT	Advanced Proficient / Pass: Score AT OR ABOVE 250

### Mathematics

The Mathematics section assesses a student's abilities in the following clusters.

<u>Cluster</u>	<u>Your Raw Score</u>	<u>Just Proficient Means</u>
Number & Numerical Operations	2.0 out of 7	2.9
Geometry & Measurement	3.0 out of 13	5.3
Patterns & Algebra	5.0 out of 14	6.8
Data Analysis, Probability & Discrete Mathematics	8.0 out of 14	6.7
-----		
Knowledge	18.0 out of 48	22.0
Mathematical Processes - Problem Solving	12.0 out of 42	18.2

### Language Arts Literacy

The Language Arts Literacy section assesses a student's abilities in the following clusters.

<u>Cluster</u>	<u>Your Raw Score</u>	<u>Just Proficient Means</u>
Writing	9.0 out of 18	9.3
Reading	16.0 out of 36	15.2
-----		
Interpreting Text	7.0 out of 14	5.7
Analyzing / Critiquing Text	9.0 out of 22	9.5

88-7777-666

Note: All names and data are fictional.

## APPENDIX B

### DEPARTMENT CONTACTS FOR SRA

**Atlantic**

Michael Ryan  
609-625-0004  
609-625-6539 (fax)

**Bergen**

Gerry O'Connor  
201-336-6891  
201-336-6880 (fax)

**Burlington**

Joan Lake  
609-265-5980  
609-265-5932 (fax)

**Camden**

Genevieve Lumia  
856-401-2411  
856-401-2410 (fax)

**Cape May**

Michael McKnight  
609-465-1281  
609-465-2094 (fax)

**Cumberland**

Janet Sfaelos  
856-451-0211  
856-455-9523 (fax)

**Essex**

Eileen Gavin  
973-395-4677, ext. 232  
973-395-4696 (fax)

**Gloucester**

JoAnn Weigelt  
856-468-6500, ext. 6006  
856-468-9115 (fax)

**Hudson**

Monica Tone  
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201-319-3650 (fax)

**Hunterdon**

Chrys Harttraft  
908-788-1414  
908-788-1457 (fax)

**Mercer**

Jackee Reuther  
609-588-5883  
609-588-5849 (fax)

**Middlesex**

Susanne Miskiewicz  
732-745-3422  
732-296-0683 (fax)

**Monmouth**

Marie Gdula  
732-431-7813  
732-577-0679 (fax)  
732-431-6511 (fax)

**Morris**

Ruth Anne Estler  
973-285-8334  
973-285-8341 (fax)

**Ocean**

Eddie Alvarez  
732-929-2079  
732-506-5336 (fax)

**Passaic**

Diane Mosley-Whitt  
973-569-2110  
973-754-0241 (fax)

**Salem**

Carol Mizrahi  
856-935-7510, ext. 8430  
856-935-6290 (fax)

**Somerset**

Beverly Hetrick  
908-541-5738  
908-722-6902 (fax)

**Sussex**

Barry Worman  
973-579-0749  
973-579-6476 (fax)

**Union**

Virginia East  
908-654-9860, ext. 2223  
908-654-9869 (fax)

**Warren**

Mary Jane Tanner  
908-475-6327  
908-475-6394 (fax)

**Office of Evaluation and Assessment**

Brian D. Robinson, Director  
[brian.robinson@doe.state.nj.us](mailto:brian.robinson@doe.state.nj.us)

Timothy Peters, Manager  
[timothy.peters@doe.state.nj.us](mailto:timothy.peters@doe.state.nj.us)

Faye Ball, SRA Coordinator  
609-984-1970  
[faye.ball@doe.state.nj.us](mailto:faye.ball@doe.state.nj.us)

Timothy Giordano, Mathematics  
609-633-8015  
[timothy.giordano@doe.state.nj.us](mailto:timothy.giordano@doe.state.nj.us)

Stephen Goldman, Science  
609-777-2080  
[stephen.goldman@doe.state.nj.us](mailto:stephen.goldman@doe.state.nj.us)

## APPENDIX C

### **SRA VERIFICATION FORM**

#### **FOR THE ANNUAL SHREDDING OF SRA SECURE TEST MATERIALS AND RETURNING THE ORIGINAL CD SET OF NATIVE LANGUAGE TRANSLATIONS**

By my signature, I certify that, at the request of the New Jersey State Department of Education, I have shredded or can confirm that last year's SRA secure test materials have been shredded. This includes all originals, copies, English version, and native language translations.<sup>1</sup>

Furthermore, I affirm that the original CD set of the SRA Native Language Translations is being returned with this form and that all duplicates of this CD set have been destroyed.<sup>1</sup>

Likewise, I confirm that any written student responses which were attached to SRA secure test materials have also been shredded.

Finally, I attest to the best of my knowledge that the above statement(s) is(are) true. I understand that any fraudulent claims could result in loss of New Jersey State Teaching and/or Administrative Certification.

\_\_\_\_\_  
SRA COORDINATOR SIGNATURE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
BUILDING PRINCIPAL SIGNATURE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
CHIEF SCHOOL ADMINISTRATOR SIGNATURE

\_\_\_\_\_  
DATE

COUNTY NAME \_\_\_\_\_

DISTRICT CODE \_\_\_\_\_ HIGH SCHOOL CODE \_\_\_\_\_

**(PLEASE FAX OR TAKE SRA VERIFICATION FORM TO THE COUNTY OFFICE.)**

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1. If the school district paid to have the SRA PATs translated into a language other than the three languages that the state provides, the school district does not have to shred the translations. However, because the translations are secure SRA test materials, you may not keep them in your school district. You must take the locally paid-for translations of the SRA PATs to your county office of education for storage until such time that you may need these translations in the future.

## APPENDIX D

### SRA RECORD OF PAT COPIES

County\_\_\_\_\_District\_\_\_\_\_School\_\_\_\_\_

Directions: Only the district/school SRA coordinator or designee may make copies of SRA PATs. All PATs and copies are secure assessment materials and must be kept in locked storage when not in use for assessment. Record the date when each copy is made, the name of the person making the copies, the name of the person receiving the copies, the subject (R=Reading, M=Mathematics, W=Writing); the PAT item number; the name of the student, and the date the copy is returned. Forward all copies of the PATs and student responses to the district/school SRA coordinator as the student completes each PAT. This record must be maintained by the district/school SRA coordinator and may be examined during the onsite verification of the district's SRA procedures. The New Jersey Department of Education may request these records at any time during the school year.

Date of Copy	Copy Made by	Copy Rec'd by	Subject (R, M, W)	PAT Item Number	Student Name	Date Copy Returned

## APPENDIX E

### GENERIC SCORING RUBRIC FOR OPEN-ENDED READING ITEMS

Points	Criteria
4	A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides an insightful explanation/opinion that links to or extends aspects of the text.
3	A 3-point response demonstrates an understanding of the task, completes all requirements, and provides some explanation/opinion using situations or ideas from text as support.
2	A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success, resulting in an inconsistent or flawed explanation.
1	A 1-point response demonstrates minimal understanding of the task, does not complete the requirements, and provides only a vague reference to or no use of the text.
0	A 0-point response is irrelevant or off-topic.



## **APPENDIX F**

### **GENERIC SCORING RUBRIC FOR OPEN-ENDED MATHEMATICS ITEMS**

#### **3-Point Response**

The response shows complete understanding of the problem's essential mathematical concepts. The student executes procedures completely and gives relevant responses to all parts of the task. The response contains few minor errors, if any. The response contains a clear, effective explanation detailing how the problem was solved so that the reader does not need to infer how and why decisions were made.

#### **2-Point Response**

The response shows nearly complete understanding of the problem's essential mathematical concepts. The student executes nearly all procedures and gives relevant responses to most parts of the task. The response may have minor errors. The explanation detailing how the problem was solved may not be clear, causing the reader to make some inferences.

#### **1-Point Response**

The response shows limited understanding of the problem's essential mathematical concepts. The response and procedures may be incomplete and/or may contain major errors. An incomplete explanation of how the problem was solved may contribute to questions as to how and why decisions were made.

#### **0-Point Response**

The response shows insufficient understanding of the problem's essential mathematical concepts. The procedures, if any, contain major errors. There may be no explanation of the solution, or the reader may not be able to understand the explanation. The reader may not be able to understand why and how decisions were made.

## APPENDIX G

### NEW JERSEY REGISTERED HOLISTIC SCORING RUBRIC

In scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	1	2	3	4	5	6
<b>Content and Organization</b>	<ul style="list-style-type: none"> <li>May lack opening and/or closing</li> </ul>	<ul style="list-style-type: none"> <li>May lack opening and/or closing</li> </ul>	<ul style="list-style-type: none"> <li>May lack opening and/or closing</li> </ul>	<ul style="list-style-type: none"> <li>Generally has opening and/or closing</li> </ul>	<ul style="list-style-type: none"> <li>Opening and closing</li> </ul>	<ul style="list-style-type: none"> <li>Opening and closing</li> </ul>
	<ul style="list-style-type: none"> <li>Minimal response to topic; uncertain focus</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to focus</li> <li>May drift or shift focus</li> </ul>	<ul style="list-style-type: none"> <li>Usually has single focus</li> </ul>	<ul style="list-style-type: none"> <li>Single focus</li> </ul>	<ul style="list-style-type: none"> <li>Single focus</li> <li>Sense of unity and coherence</li> <li>Key ideas developed</li> </ul>	<ul style="list-style-type: none"> <li>Single, distinct focus</li> <li>Unified and coherent</li> <li>Well-developed</li> </ul>
	<ul style="list-style-type: none"> <li>No planning evident; disorganized</li> </ul>	<ul style="list-style-type: none"> <li>Attempts organization</li> <li>Few, if any, transitions between ideas</li> </ul>	<ul style="list-style-type: none"> <li>Some lapses or flaws in organization</li> <li>May lack some transitions between ideas</li> </ul>	<ul style="list-style-type: none"> <li>Ideas loosely connected</li> <li>Transitions evident</li> </ul>	<ul style="list-style-type: none"> <li>Logical progression of ideas</li> <li>Moderately fluent</li> <li>Attempts compositional risks</li> </ul>	<ul style="list-style-type: none"> <li>Logical progression of ideas</li> <li>Fluent, cohesive</li> <li>Compositional risks successful</li> </ul>
	<ul style="list-style-type: none"> <li>Details random, inappropriate, or barely apparent</li> </ul>	<ul style="list-style-type: none"> <li>Details lack elaboration, i.e., highlight paper</li> </ul>	<ul style="list-style-type: none"> <li>Repetitious details</li> <li>Several unelaborated details</li> </ul>	<ul style="list-style-type: none"> <li>Uneven development of details</li> </ul>	<ul style="list-style-type: none"> <li>Details appropriate and varied</li> </ul>	<ul style="list-style-type: none"> <li>Details effective, vivid, explicit, and/or pertinent</li> </ul>
<b>Usage</b>	<ul style="list-style-type: none"> <li>No apparent control</li> <li>Severe/numerous errors</li> </ul>	<ul style="list-style-type: none"> <li>Numerous errors</li> </ul>	<ul style="list-style-type: none"> <li>Errors/patterns of errors may be evident</li> </ul>	<ul style="list-style-type: none"> <li>Some errors that do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Few errors</li> </ul>	<ul style="list-style-type: none"> <li>Very few, if any, errors</li> </ul>
<b>Sentence Construction</b>	<ul style="list-style-type: none"> <li>Assortment of incomplete and/or incorrect sentences</li> </ul>	<ul style="list-style-type: none"> <li>Excessive monotony/same structure</li> <li>Numerous errors</li> </ul>	<ul style="list-style-type: none"> <li>Little variety in syntax</li> <li>Some errors</li> </ul>	<ul style="list-style-type: none"> <li>Some variety</li> <li>Generally correct</li> </ul>	<ul style="list-style-type: none"> <li>Variety in syntax appropriate and effective</li> <li>Few errors</li> </ul>	<ul style="list-style-type: none"> <li>Precision and/or sophistication</li> <li>Very few, if any, errors</li> </ul>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>Errors so severe they detract from meaning</li> </ul>	<ul style="list-style-type: none"> <li>Numerous serious errors</li> </ul>	<ul style="list-style-type: none"> <li>Patterns of errors evident</li> </ul>	<ul style="list-style-type: none"> <li>No consistent pattern of errors</li> <li>Some errors that do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Few errors</li> </ul>	<ul style="list-style-type: none"> <li>Very few, if any, errors</li> </ul>

<b>NON-SCORABLE RESPONSES</b>	<b>NR</b> = No Response	Student wrote too little to allow a reliable judgment of his/her writing.
	<b>OT</b> = Off Topic/ Off Task	Student did not write on the assigned topic/task, or the student attempted to copy the prompt.
	<b>NE</b> = Not English	Student wrote in a language other than English.
	<b>WF</b> = Wrong Format	Student refused to write on the topic, or the writing task folder was blank.

Content/Organization	Usage	Sentence Construction	Mechanics
<ul style="list-style-type: none"> <li>Communicates intended message to intended audience</li> <li>Relates to topic</li> <li>Opening and closing</li> <li>Focused</li> <li>Logical progression of ideas</li> <li>Transitions</li> <li>Appropriate details and information</li> </ul>	<ul style="list-style-type: none"> <li>Tense formation</li> <li>Subject-verb agreement</li> <li>Pronouns usage/agreement</li> <li>Word choice/meaning</li> <li>Proper Modifiers</li> </ul>	<ul style="list-style-type: none"> <li>Variety of type, structure, and length</li> <li>Correct construction</li> </ul>	<ul style="list-style-type: none"> <li>Spelling</li> <li>Capitalization</li> <li>Punctuation</li> </ul>

**APPENDIX H**  
**SRA STUDENT PROFILE FORM**  
**(All available ISRs must be attached to this form.)**

Secondary School Name _____		District Name _____		Date _____
County/District/School Code _ _ _ _ _ _ _ _ _				
Student's Last Name _____		First Name _____		MI _____
HSPA ID # _ _ _ _ _ _ _ _ _		Date of Birth _____	Sex ____	MAC II score _____
If ELL uses translated SRA PATs, then the date the ELL entered the school's Bilingual/ESL Program _____ OR the date the ELL entered New Jersey Schools _____.				

<u>Cluster Name</u>	<u>Date Successfully Completed/PAT Item Number</u>	<u>If the PAT(s) was in another language, list language below</u>	<u>Each SRA PAT Score (Mean or Summed)</u>	<u>Perfect/Near Perfect Cluster Raw Score (√)</u>
Language Arts Literacy Reading: _____/_____	_____	_____	_____	_____
Language Arts Literacy Reading: _____/_____	_____	_____	_____	_____
Language Arts Literacy Writing: _____/_____	_____	_____	_____	_____
Language Arts Literacy Writing: _____/_____	_____	_____	_____	_____

**Language Arts Literacy Panel**

**SRA Panel Member Recommendations:** I hereby recommend the above-named student as having demonstrated proficiency of the required HSPA language arts literacy clusters.

	<u>Name (Please Print)</u>	<u>Area of Certification</u>	<u>Signature</u>	<u>Date</u>
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____

# **APPENDIX H (cont.) SRA STUDENT PROFILE FORM**

Student's Last Name _____		First Name _____	MI _____	
<u>Standard Name</u>	<u>Date Successfully Completed/PAT Item Number</u>	<u>If the PAT(s) was in another language, list language below.</u>	<u>Each SRA PAT Mean Score</u>	<u>Perfect/Near Perfect Cluster Raw Score (√)</u>
Mathematics Number:	_____/____	_____	_____	_____
Mathematics Number:	_____/____	_____	_____	_____
Mathematics Geometry:	_____/____	_____	_____	_____
Mathematics Geometry:	_____/____	_____	_____	_____
Mathematics Patterns:	_____/____	_____	_____	_____
Mathematics Patterns:	_____/____	_____	_____	_____
Mathematics Data Analysis:	_____/____	_____	_____	_____
Mathematics Data Analysis:	_____/____	_____	_____	_____

## **Mathematics Panel**

**SRA Panel Member Recommendations:** I hereby recommend the above-named student as having demonstrated proficiency of the required HSPA mathematics standards.

	<u>Name (Please Print)</u>	<u>Area of Certification</u>	<u>Signature</u>	<u>Date</u>
1.	_____	_____	_____	_____
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____

# **APPENDIX I** **SRA STUDENT RESPONSE TRACKING SHEET**

<b>District</b> _____	<b>School</b> _____	<b>County</b> _____
<b>Student</b> _____ <div style="display: flex; justify-content: space-around; font-size: small;"> <span>(Last Name)</span> <span>(First Name)</span> <span>(MI)</span> </div>		<b>HSPA ID#:</b>  _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Directions: Complete this form for each content area. Attach a copy of the student's work for each PAT completed successfully to this form and file this completed tracking sheet(s) in the district's permanent record file for a period of one year after the student graduates. When the year has passed, you may destroy the tracking sheet and the attached student's work.

**Content** (check one):   Language Arts Literacy \_\_\_\_\_      Mathematics \_\_\_\_\_

**Performance Assessment Tasks**

<b>Cluster</b> _____	<b>PAT Item Number:</b> _____	<b>Date Administered</b> _____
<b>Scores Assigned to Student Response</b>		
Reader #1 _____	Reader #2 _____	Non-Adjacent Reader #3 _____      PAT Mean or Summed Score _____

<b>Cluster</b> _____	<b>PAT Item Number:</b> _____	<b>Date Administered</b> _____
<b>Scores Assigned to Student Response</b>		
Reader #1 _____	Reader #2 _____	Non-Adjacent Reader #3 _____      PAT Mean or Summed Score _____

**APPENDIX I (cont.)**  
**SRA STUDENT RESPONSE TRACKING SHEET**

**Cluster** \_\_\_\_\_ **PAT Item Number:** \_\_\_\_\_ **Date Administered** \_\_\_\_\_

**Scores Assigned to Student Response**

Reader #1 \_\_\_\_\_ Reader #2 \_\_\_\_\_ Non-Adjacent Reader #3 \_\_\_\_\_ PAT Mean or Summed Score \_\_\_\_\_

**Cluster** \_\_\_\_\_ **PAT Item Number:** \_\_\_\_\_ **Date Administered** \_\_\_\_\_

**Scores Assigned to Student Response**

Reader #1 \_\_\_\_\_ Reader #2 \_\_\_\_\_ Non-Adjacent Reader #3 \_\_\_\_\_ PAT Mean or Summed Score \_\_\_\_\_

**Cluster** \_\_\_\_\_ **PAT Item Number:** \_\_\_\_\_ **Date Administered** \_\_\_\_\_

**Scores Assigned to Student Response**

Reader #1 \_\_\_\_\_ Reader #2 \_\_\_\_\_ Non-Adjacent Reader #3 \_\_\_\_\_ PAT Mean or Summed Score \_\_\_\_\_

**Cluster** \_\_\_\_\_ **PAT Item Number:** \_\_\_\_\_ **Date Administered** \_\_\_\_\_

**Scores Assigned to Student Response**

Reader #1 \_\_\_\_\_ Reader #2 \_\_\_\_\_ Non-Adjacent Reader #3 \_\_\_\_\_ PAT Mean or Summed Score \_\_\_\_\_

## APPENDIX J

### SRA SCHOOL SUMMARY FORM

County Name _____	County Code    _ _
District Name _____	District Code    _ _ _ _
Secondary School Name _____	School Code    _ _ _

**Directions:** List the names, in alphabetical order (last name first), and the HSPA ID# of each student who successfully completed the SRA process. Indicate “Y” for yes in the appropriate column if the student is special education (SE) or an English Language Learner (ELL). If the SRA was conducted in a native language, indicate the language used. In the next column, record the student’s MAC II score. Then, place a “Y” for yes in the subject column(s) for which the student has successfully completed the SRA and has been qualified by the district as meeting the proficiency requirements of the HSPA. Attach additional copies as needed. Maintain a copy for your records and send the original, along with the completed SRA Student Profile Forms (Appendix H), to the county office by March 31 of each year.

<u>Student Name</u>	<u>HSPA ID#</u>	<u>SE</u>	<u>ELL</u>	<u>Native Language</u>	<u>MAC II Score</u>	<u>Language Arts Literacy</u>	<u>Mathematics</u>
_____	_____	—	—	—	—	—	—
_____	_____	—	—	—	—	—	—
_____	_____	—	—	—	—	—	—
_____	_____	—	—	—	—	—	—
_____	_____	—	—	—	—	—	—
_____	_____	—	—	—	—	—	—
_____	_____	—	—	—	—	—	—
Totals: _____	<u>Leave Blank</u>	—	—	—	—	—	—

**APPENDIX J (cont.)  
SRA SCHOOL SUMMARY FORM**

\_\_\_\_\_  
District SRA Coordinator (Please Print)

\_\_\_\_\_  
Date

\_\_\_\_\_  
District SRA Coordinator Signature

\_\_\_\_\_  
( )  
Telephone

PRINCIPAL AND SUPERINTENDENT CERTIFICATION OF PROFICIENCY AND COMPLIANCE WITH THE SRA PROCESS.

I hereby certify that the student(s) listed in this document has (have) demonstrated proficiency of the required HSPA content areas commensurate with the level required to be eligible for a New Jersey high school diploma. I hereby certify that the school district has complied with all New Jersey Department of Education policy and procedures for implementation of the SRA process, including notification of parents or guardians about the student's participation in the SRA process and the option to appeal the SRA certification decision.

\_\_\_\_\_  
Principal (Please Print)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Superintendent (Please Print)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent Signature



## **APPENDIX K**

### **DIRECTORY OF TRANSLATION VENDORS**

This directory is provided as a service to school districts in the event that they wish to have materials translated into another language. It does not imply an endorsement of any of the listed vendors, nor is it a complete list of vendors.

1-800-TRANSLATE  
865 United Nations Plaza  
New York, NY 10017  
(800) 872-6752

ALS Translation and Interpreting  
15 Maiden Lane  
Suite 300  
New York, NY 10038  
(800) 788-0450

American Translations  
225 Broadway  
Room 1040  
New York, NY 10007  
(212) 227-8040

Foreign Language Institute  
428 Winding Lane  
Chalfont, PA 18914  
(215) 563-3180

Language Services Associates  
607 N. Easton Road  
Building C2  
Willow Grove, PA 19090  
(800) 305-WORD

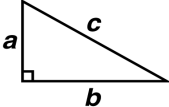
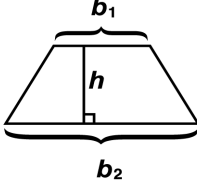
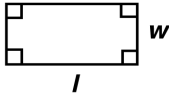
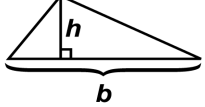
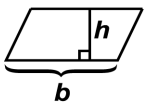
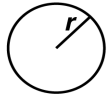
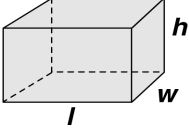
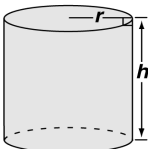
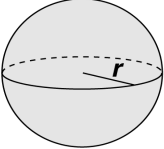
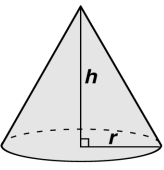
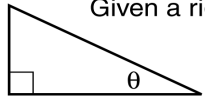
Lexicomm, International  
501 Washington Lane  
Suite 204  
Jenkintown, PA 19046  
(215) 989-5000

Text Translation and Interpreting  
1518 Walnut Street  
Philadelphia, PA 19102  
(215) 772-1820

Para-Plus Translations, Inc.  
430 Clements Bridge Road  
Barrington, NJ 08007  
(856) 547-3695

# APPENDIX L

## HIGH SCHOOL PROFICIENCY ASSESSMENT MATHEMATICS REFERENCE SHEET

<b>Pythagorean Formula</b> $c^2 = a^2 + b^2$ 	<b>Trapezoid</b> $\text{Area} = \frac{1}{2}h(b_1 + b_2)$ 	60 seconds = 1 minute 60 minutes = 1 hour 24 hours = 1 day 7 days = 1 week 52 weeks = 1 year
<b>Rectangle</b> $\text{Area} = lw$ $\text{Perimeter} = 2(l + w)$ 	<b>Triangle</b> $\text{Area} = \frac{1}{2}bh$ 	12 inches = 1 foot 3 feet = 1 yard 36 inches = 1 yard 5,280 feet = 1 mile 1,760 yards = 1 mile
<b>Parallelogram</b> $\text{Area} = bh$ 	<b>Circle</b> $\text{Area} = \pi r^2$ $\text{Circumference} = 2\pi r$ 	100 centimeters = 1 meter 1000 meters = 1 kilometer
<b>Rectangular Prism</b> $\text{Volume} = lwh$ $\text{Surface Area} = 2lw + 2wh + 2lh$ 	<b>Cylinder</b> $\text{Volume} = \pi r^2 h$ $\text{Surface Area} = 2\pi rh + 2\pi r^2$ 	8 fluid ounces = 1 cup 2 cups = 1 pint 2 pints = 1 quart 4 quarts = 1 gallon 1000 milliliters (mL) = 1 liter (L)
<b>Sphere</b> $\text{Volume} = \frac{4}{3}\pi r^3$ $\text{Surface Area} = 4\pi r^2$ 	<b>Cone</b> $\text{Volume} = \frac{1}{3}\pi r^2 h$ 	16 ounces = 1 pound 1000 milligrams = 1 gram 100 centigrams = 1 gram 10 grams = 1 dekagram 1000 grams = 1 kilogram
The sum of the measures of the interior angles of a triangle = $180^\circ$ The measure of a circle is $360^\circ$ or $2\pi$ radians		$\pi \approx 3.14$ or $\frac{22}{7}$
Given a right triangle:  $\sin \theta = \frac{\text{opposite side}}{\text{hypotenuse}}$ $\cos \theta = \frac{\text{adjacent side}}{\text{hypotenuse}}$ $\tan \theta = \frac{\text{opposite side}}{\text{adjacent side}}$		Given the points $(x_1, y_1)$ , $(x_2, y_2)$ , <b>Distance between two points:</b> $d = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$ <b>Slope Formula:</b> $m = \frac{\text{rise}}{\text{run}} = \frac{y_2 - y_1}{x_2 - x_1}$ <b>Slope-intercept form of a line:</b> $y = mx + b$
<b>Interest</b> = principal $\times$ rate $\times$ time <b>Simple Interest Formula:</b> $A = p + prt$ <b>Compound Interest Formula:</b> $A = p\left(1 + \frac{r}{n}\right)^{nt}$ $A$ = amount after $t$ years; $p$ = principal; $r$ = annual interest rate; $t$ = number of years; $n$ = number of times compounded per year		Distance = rate $\times$ time
The number of <b>combinations</b> of $n$ elements taken $r$ at a time is given by $\frac{n!}{(n-r)!r!}$ The number of <b>permutations</b> of $n$ elements taken $r$ at a time is given by $\frac{n!}{(n-r)!}$		

